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AUTHOR Foster, Donald L.
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ABSTRACT

An introductory letter, a list of general instructions on how to proceed with a correspondence course, a syllabus with examples of title pages and catalog cards, and an examination request form are presented for a correspondence course in classification and cataloging offered by the University of New Mexico's Division of Continuing Education and Community Services. The course is a general introduction to the cataloging and classification of books and other media, and it familiarizes students with the organization and administration of cataloging operations in libraries of various types and sizes. The texts used are Donald Foster's Managing the Catalog Department and the latest edition of the Anglo-American Cataloging Rules. Use of the Sears List of Subject Headings and the Dewey Decimal Classification is also included. The Syllabus contains 30 lessons. Questions and exercises assigned in the lessons are designed to examine the student's grasp of specific readings covered in the text, and to give the student practice in using cataloging tools and doing descriptive cataloging and subject classification. (Author/ESR)

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Division of Continuing Education
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Library Science 427
Classification and Cataloging

Donald L. Foster
Associate Professor of Librarianship
University of New Mexico

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Donald L. Foster

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Classification and Cataloging

TEXT: Foster, Donald. Managing the Catalog Department. Metuchen, N. J.: Scarecrow Press, 1975.

American Library Association. Anglo-American Cataloging Rules. Chicago: ALA, 1978. 2nd ed., paperback.

ADDITIONAL MATERIALS:

The student must have access to: the Sears List of Subject Headings (New York: H. W. Wilson Co., 10th edition, 1972, approx. $10.00) and the Dewey Decimal Classification (Lake Placid Club, N. Y., Forest Press, 18th edition, 1971, approx. $45.00). Both of these reference tools are available in most libraries. The student also has the option of using the abridged or an earlier edition of the Sears list and an earlier edition of the Dewey classification or of substituting the Library of Congress subject heading list and/or the Library of Congress classification system for the Sears and Dewey.

The student will also need a packet of blank 3 x 5 unlined note cards.

NOTE: 1) Lessons consist of 1) questions designed to examine the student's grasp of specific readings covered in the text, 2) questions designed to give the student practice in looking up problems in the Anglo-American Cataloging Rules and other cataloging tools, and 3) exercises in the descriptive cataloging, classification, and/or assigning of subject headings to hypothetical title pages furnished in the syllabus.

2) There will be a final examination (closed-book) after lesson 30. It will consist of the descriptive cataloging of hypothetical title pages (similar to the exercises found throughout the syllabus), plus essay questions covering material in the textbook. The final exam will represent a major portion of the student's final grade in the course. The exercises and questions in the lessons are designed to help prepare the student for the final exam. In place of a mid-term examination, lesson 16 will be a practice quiz for the student's information.

INTRODUCTION

(Examine the Anglo-American Cataloging Rules (AACR), chapters 1-2. Read carefully the Introduction, p. 7-9 and the "General Rules," p. 13-17)

1. Study Examples 1-5 in relation to the Anglo-American Cataloging Rules, chapters 1-2.

2. Examples #1 and #2 in the syllabus consist of reproductions of title pages and versos of title pages (the backs of title pages) for two hypothetical books. Underneath each example is a catalog card that represents the cataloging for that particular book. The descriptive cataloging follows the Anglo-American Cataloging Rules, chapters 1-2.

3. Example #3 notes the various elements found on a typical catalog card.

4. Example #4 shows the spacings to be used in typing your cards.

5. Example #5 shows a full set of catalog cards. In your cataloging, however, you will be typing only one card (the master card) for each exercise.

NOTE: A brief review of a few of the basic points covered in the Anglo-American Cataloging Rules for the descriptive cataloging of monographs.

1. The information in the first paragraph on the catalog card comes primarily from the title page and the preliminaries (verso of title page, half title, added title page, cover, and spine).

2. This information is transcribed as it appears on the title page, except that we need not follow the capitalization and punctuation of the title page. We punctuate according to accepted rules of rhetoric. For example, we capitalize only the first letter of the first word of the title and proper names.

3. All additions of data are inclosed in square brackets. This includes words added for meaning and grammer (e. g. =selected by=) and material taken from a source other than the title page and preliminaries (e. g. =c1960=). If you do not have a library typewriter equipped with square brackets you can pencil in the brackets (e. g. [c1960]) when typing your cards.

4. We can abbreviate after the title information. We must use standard abbreviations as indicated in Appendix B of the AACR. For example, we abbreviate the edition statement (e. g. 1st ed., 2nd ed., 3rd ed., 4th ed., etc.) and we abbreviate in the collation (e. g. ill.).

Example #1

title page

THE BIRDS OF THE

UNITED STATES

By

Howard J. Watson

New York
Nature Publishers
1960

verso of title page

New York
Nature Publishers

The book is 26 centimeters high. It has xii numbered preliminary pages in Roman numerals, followed by 297 numbered pages in Arabic numerals. The book has black and white illustrations.

598.2973 Watson, Howard J.
W3b The birds of the United States / by Howard J. Watson. -- New York : Nature Publishers, 1960.
xii, 297 p. : ill. ; 26 cm.

1. Birds--U. S. 2. Birds--Eggs and nests. II. Title.

5

Example #2

title page

THE BIRDS OF THE
UNITED STATES
A Textbook

By
Howard J. Watson
W. L. Allen

With An Introduction
By
Frank Martin

New York
NATURE PUBLISHERS
1960

verso of title page

The Birds of the World Series
volume 2

Second Edition

This Book Was First
Published in London
In 1960 as "The Birds
of America"

Copyright 1950, 1955
Nature Publishers

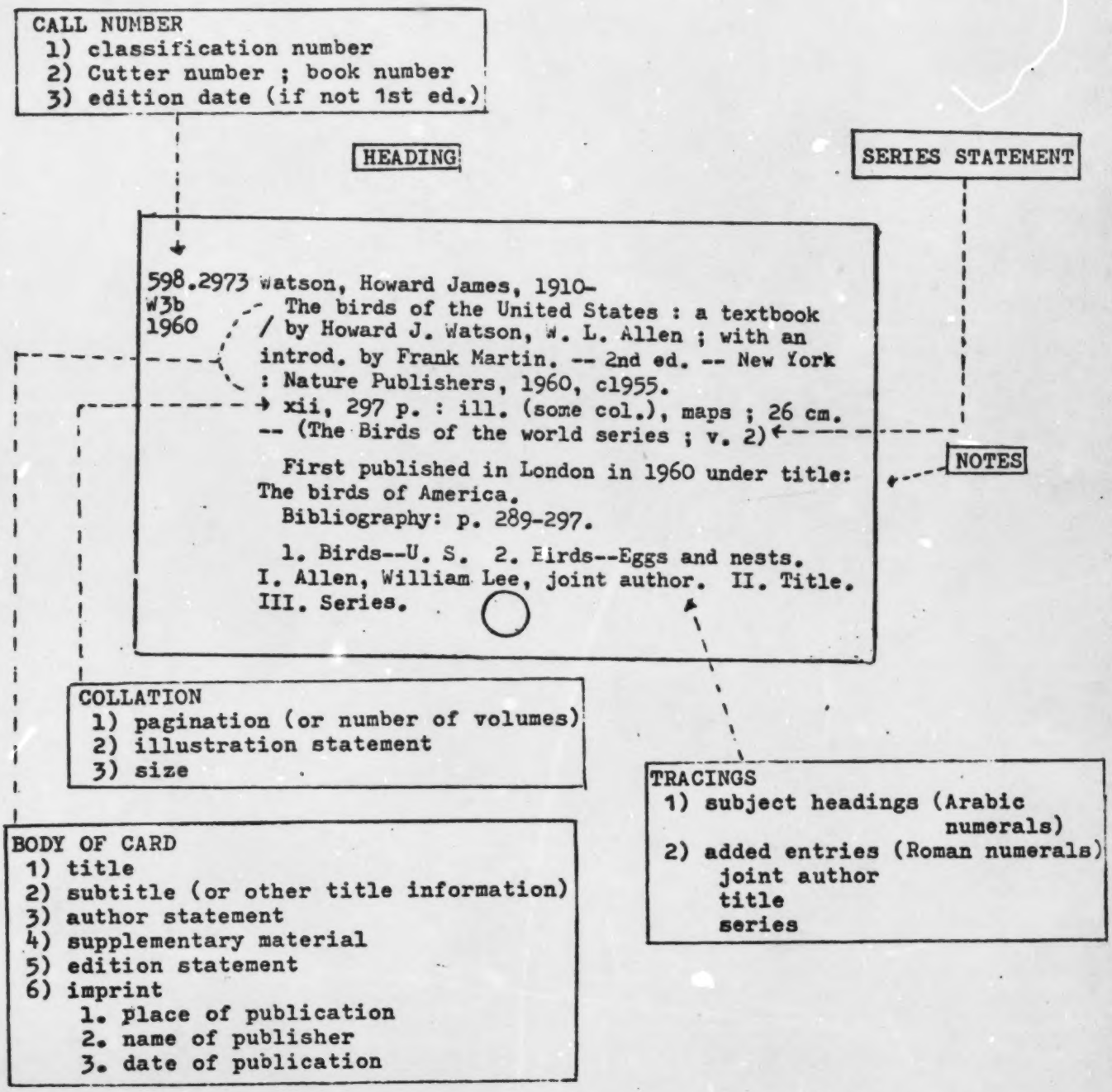
The book is 26 centimeters high. It has xii numbered preliminary pages in Roman numerals, followed by 297 numbered pages in Arabic numerals. The book has black & white illustrations and colored illustrations and some maps. It has a bibliography on pages 289 to 297.

598.2973 Watson, Howard James, 1910-
W3b The birds of the United States : a textbook
1960 / by Howard J. Watson, W. L. Allen ; with an introd. by Frank Martin. -- 2nd ed. -- New York : Nature Publishers, 1960, c1955.
xii, 297 p. : ill. (some col.), maps ; 26 cm. -- (The Birds of the world series ; v. 2)

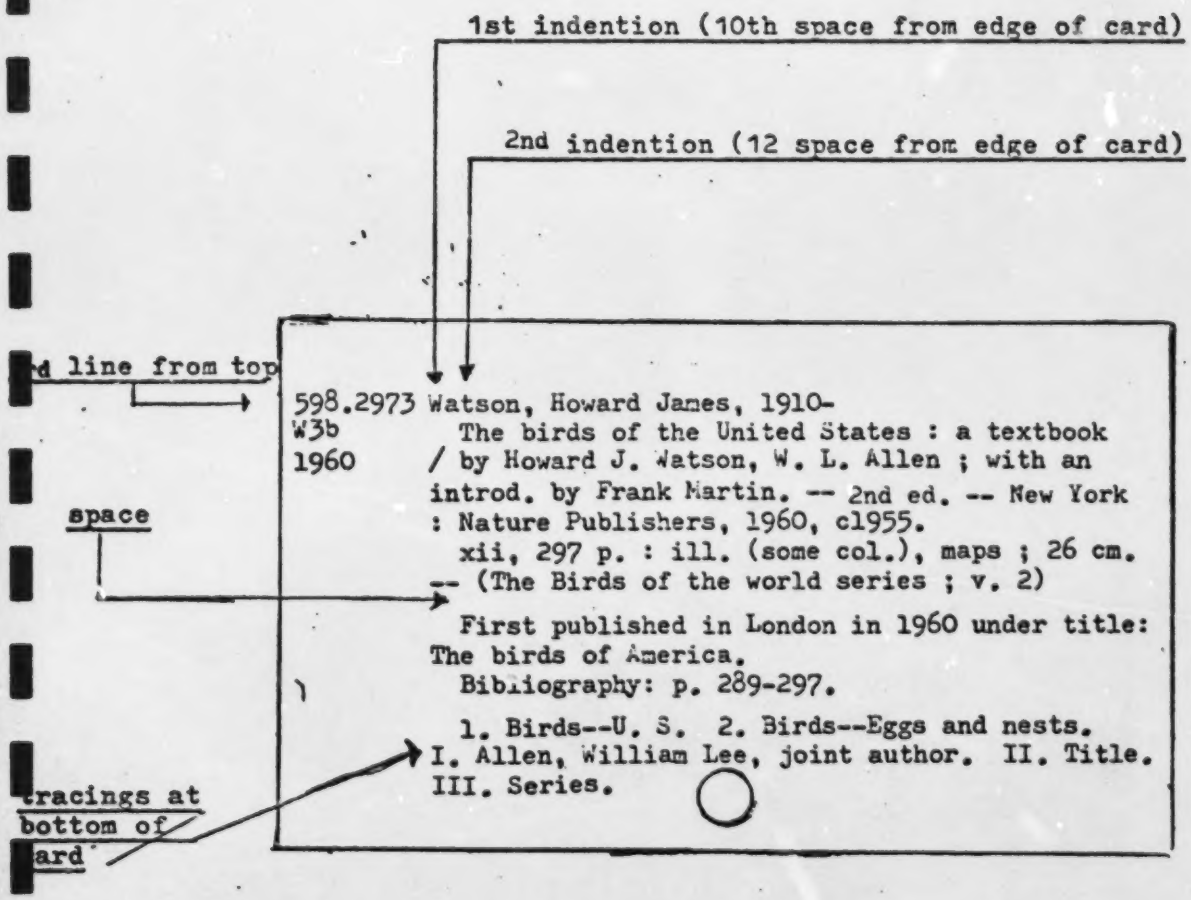
First published in London in 1960 under title: The birds of America
Bibliography: p. 289-297.

1. Birds--U. S. 2. Birds--Eggs and nests. I. Allen, William Lee, joint author. II. Title. III. Series.

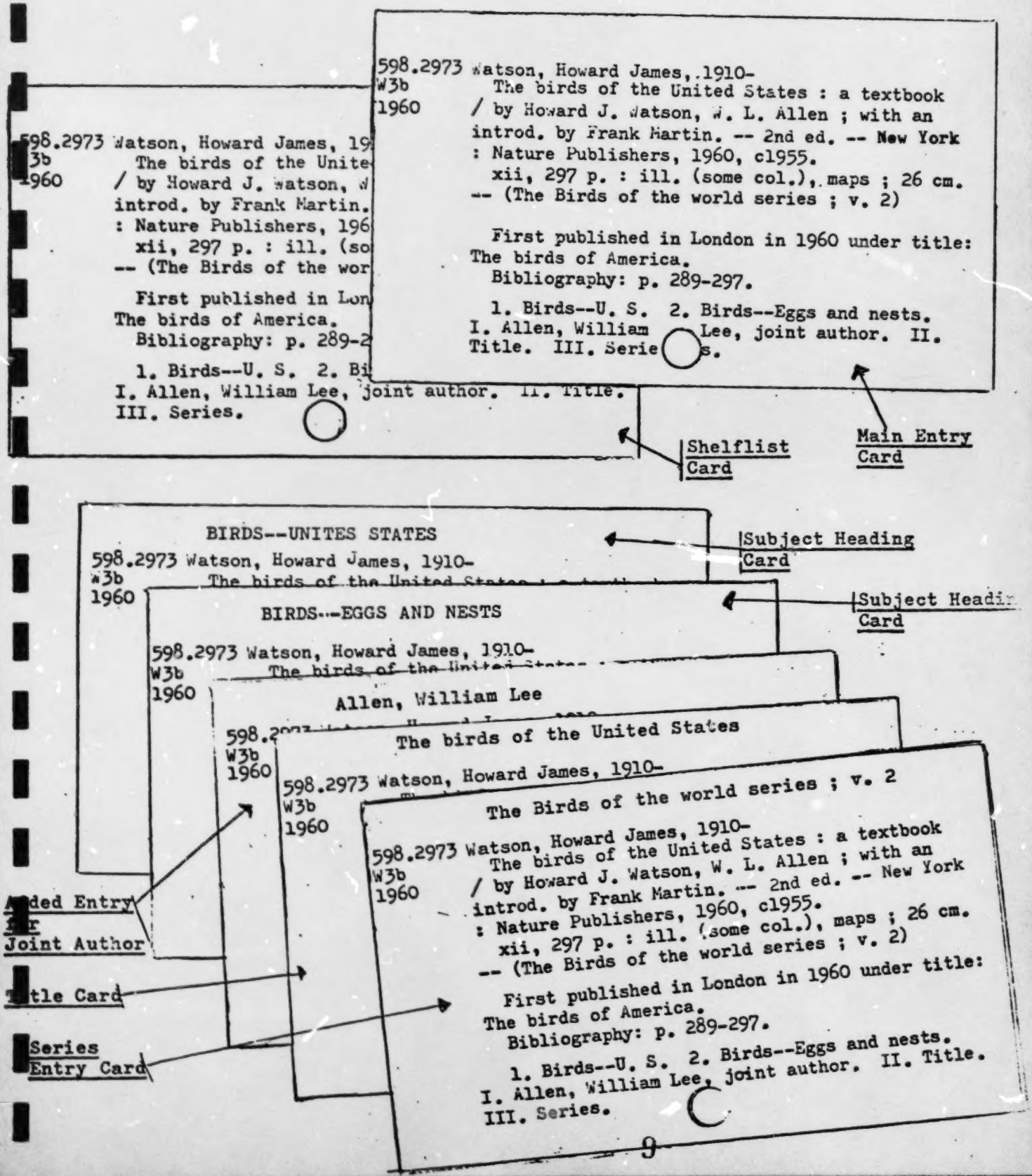
Example 3


CALL NUMBER
1) classification number
2) Cutter number ; book number
3) edition date (if not 1st ed.)
HEADING
SERIES STATEMENT
598.2973 Watson, Howard James, 1910-
W3b
1960 The birds of the United States : a textbook / by Howard J. Watson, W. L. Allen ; with an introd. by Frank Martin. -- 2nd ed. -- New York : Nature Publishers, 1960, c1955.
xii, 297 p. : ill. (some col.), maps ; 26 cm.
-- (The Birds of the world series ; v. 2)
First published in London in 1960 under title: The birds of America.
Bibliography: p. 289-297.
1. Birds--U. S. 2. Birds--Eggs and nests. I. Allen, William Lee, joint author. II. Title. III. Series.
NOTES
COLLATION
1) pagination (or number of volumes)
2) illustration statement
3) size
TRACINGS
1) subject headings (Arabic numerals)
2) added entries (Roman numerals)
joint author
title
series
BODY OF CARD
1) title
2) subtitle (or other title information)
3) author statement
4) supplementary material
5) edition statement
6) imprint
1. place of publication
2. name of publisher
3. date of publication

Example 4


1st indention (10th space from edge of card)
2nd indention (12 space from edge of card)
d line from top
space
tracings at bottom of ard
598.2973 Watson, Howard James, 1910-
W3b The birds of the United States : a textbook
1960 / by Howard J. Watson, W. L. Allen ; with an introd. by Frank Martin. -- 2nd ed. -- New York : Nature Publishers, 1960, c1955.
xii, 297 p. : ill. (some col.), maps ; 26 cm. -- (The Birds of the world series ; v. 2)
First published in London in 1960 under title: The birds of America.
Bibliography: p. 289-297.
1. Birds--U. S. 2. Birds--Eggs and nests. I. Allen, William Lee, joint author. II. Title. III. Series.

Example 5: Full Set of Catalog Cards


598.2973 Watson, Howard James, 19
W3b
1960
The birds of the Unite
/ by Howard J. Watson, W
introd. by Frank Martin.
: Nature Publishers, 196
xii, 297 p. : ill. (so
-- (The Birds of the wor
First published in Lon
The birds of America.
Bibliography: p. 289-2
1. Birds--U. S. 2. Bi
I. Allen, William Lee, joint author. II. Title.
III. Series.
598.2973 Watson, Howard James, 1910-
W3b
1960
The birds of the United States : a textbook
/ by Howard J. Watson, W. L. Allen ; with an
introd. by Frank Martin. -- 2nd ed. -- New York
: Nature Publishers, 1960, c1955.
xii, 297 p. : ill. (some col.), maps ; 26 cm.
-- (The Birds of the world series ; v. 2)
First published in London in 1960 under title:
The birds of America.
Bibliography: p. 289-297.
1. Birds--U. S. 2. Birds--Eggs and nests.
I. Allen, William Lee, joint author. II.
Title. III. Series.
Shelflist Card
Main Entry Card
BIRDS--UNITES STATES
598.2973 Watson, Howard James, 1910-
W3b
1960
Subject Heading Card
BIRDS--EGGS AND NESTS
598.2973 Watson, Howard James, 1910-
W3b
1960
Subject Heading Card
Allen, William Lee
598.2973
W3b
1960
The birds of the United States
598.2973 Watson, Howard James, 1910-
W3b
1960
The Birds of the world series ; v. 2
598.2973 Watson, Howard James, 1910-
W3b
1960
The birds of the United States : a textbook
/ by Howard J. Watson, W. L. Allen ; with an
introd. by Frank Martin. -- 2nd ed. -- New York
: Nature Publishers, 1960, c1955.
xii, 297 p. : ill. (some col.), maps ; 26 cm.
-- (The Birds of the world series ; v. 2)
First published in London in 1960 under title:
The birds of America.
Bibliography: p. 289-297.
1. Birds--U. S. 2. Birds--Eggs and nests.
I. Allen, William Lee, joint author. II. Title.
III. Series.
Added Entry for Joint Author
Title Card
Series Entry Card

LESSON 1

Descriptive Cataloging Exercise:

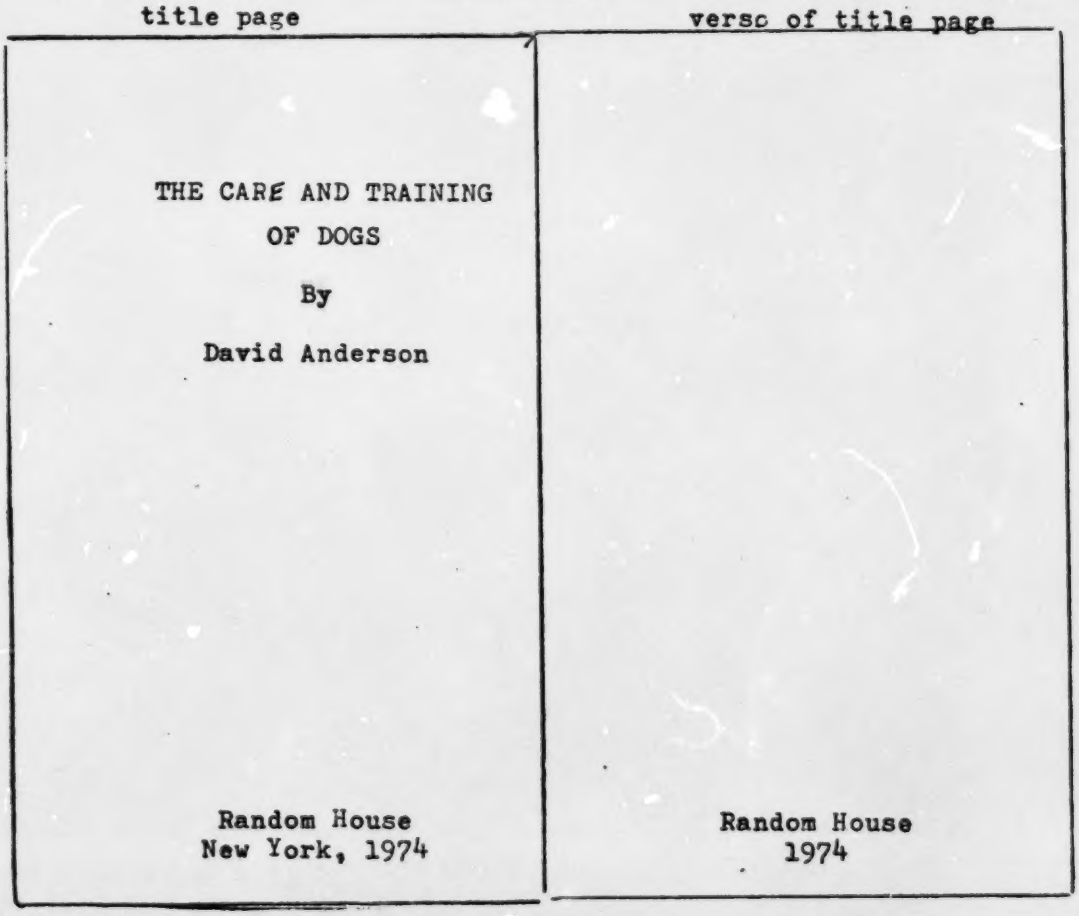
Using Examples #1 and #2 as guides, and following the Anglo-American Cataloging Rules, chapter 1-2, furnish the descriptive cataloging for the following two titles (Exercises #1 and #2).

Type your exercises on 3 x 5 cards and send them in to be checked by the instructor. Type your name, the title & number of the course, and the lesson number on the back of each card.

After the cards have been checked and returned, save them; in subsequent lessons you will be adding subject headings and classification numbers to these same titles. If major corrections are indicated by the instructor, please retype the cards, incorporating the corrections.

Do not, at this time, attempt to assigh call numbers or tracings (added entries and subject headings) to these exercises.

Exercise #1



The book is 18 centimeters high. It has ix numbered preliminary pages in Roman numerals, followed by 160 numbered pages in Arabic numerals. The book has black & white illustrations.

LESSON 1 Cont.

Exercise #2

title page	verso of title page
The World Of Architecture Lionel Brett Thomas Nelson London	London, England 1963

The book is 28 centimeters high. It has x numbered preliminary pages in Roman numerals, followed by 160 numbered pages in Arabic numerals. The book has both black & white and colored illustrations.

LESSON 2

Furnish the descriptive cataloging for the following two titles (Exercises #3 and #4). Type your exercises on 3 x 5 cards and send them in to be checked by the instructor. Type your name, the title and number of the course, and the lesson number on the back of each card. After the cards have been corrected and returned, save them; in subsequent lessons you will be adding subject headings and classification numbers to these same titles. If major corrections are indicated by the instructor, please retype the cards, incorporating the corrections.

Exercise #3

title page	verso of title page
The Sun Also Rises A Novel By Ernest Hemingway Charles Scribner and Sons London, New York, Boston	Second Edition 1926

The book is 23 centimeters high. It has xi numbered preliminary pages in Roman numerals, followed by 259 numbered pages in Arabic numerals.

NOTE: Rule 1.4D2 and Rule 1.4B6 (or 1.4C5) in AACR.

LESSON 2 Cont.

Exercise #4

title page	verso of title page
PRIMITIVE ART Douglas Fraser Illustrations by Sam Wilson DOUBLEDAY & COMPANY, INC. Garden City, New York	The Arts of Man Series Volume 3 Garden City 1962

The book is 36 centimeters high. It has x numbered premilinary pages in Roman numerals, followed by 320 numbered pages in Arabic numerals. It has both black & white and colored illustrations. It also has some maps. It has "Suggested Readings" (i. e. a bibliography) from pages 313 to 316.

LESSON 3

In most libraries, the Anglo-American Cataloging Rules (AACR) has become the basic tool for the descriptive cataloging of books and non-books. It is used by catalogers as the final authority in answering all kinds of descriptive cataloging questions. By way of example, see if you can locate, in the AACR, chapter 1-2, answers to the following questions. List the answer plus the rule number(s) for each question. Answers will be found in either chapter 1 (which contains general rules that apply to the descriptive cataloging of all kinds of library materials) or in chapter 2, rule numbers 1.0A to 2.8 (which contain rules that apply specifically to monographs). You may find that more than one rule number can apply to a particular question. If so, and when in doubt, indicate all rule numbers.

1. The title page of a book you are cataloging reads: Primative art. The word "primitive" has been misspelled on the title page. How would you indicate this on the catalog card?

2. The book you are cataloging was published sometime during the 19th century. It does not have a place of publication or a publisher. What would the imprint statement (place of publication, publisher, and date) look like on the catalog card?

3. The last numbered page in the book you are cataloging is numbered 178, but it is a typographical error. The page should be numbered 187. How do you indicate this in the collation?

4. The book you are cataloging contains approximately 350 unnumbered pages. What would the collation look like?

5. The book you are cataloging is an incomplete copy. All pages after page 200 are missing. What would the collation and the note look like?

6. The book you are cataloging has several black & white illustrations, plus several maps, facsimiles, portraits, and music--all of which you consider to be important enough to designate in the collation. What would the illustration statement in the collation look like?

7. The book you are cataloging is a 1979 master's thesis from the University of New Mexico. How would you indicate this in a note?

For any question you are unable to find an appropriate rule, indicate how you think the question might be answered.

LESSON 4

Furnish the descriptive cataloging for the following two title (Exercises #5 and #6). As in Lessons 1 and 2, type your exercises on 3 x 5 cards.

Exercise #5

title page	verso of title page
MEDICAL ETHICS By P. L. Ramsey John Ratcliff Russell Lee RUSSELL SAGE FOUNDATION	The William Noyes Lecture Series Volume 9 Second Edition Copyright 1966, 1968 New York The Russell Sage Foundation 1971

The book is 22 centimeters high. It has xi numbered preliminary pages in Roman numerals, followed by 259 numbered pages in Arabic numerals.

LESSON 4 Cont.

Exercise #6

title page	verso of title page
SCHOOL MUSIC TEACHING Its Theory and Practice Lloyd F. Sunderman SCARECROW PRESS New York 1965	Fourth Editi Copyright 1960 Scarecrow Press 1965

The book is 26 centimeters high. It has black & white illustrations and music. It has ix numbered preliminary pages in Roman numerals, followed by 259 numbered pages in Arabic numerals. It has several bibliographies. (The note usually used on catalog cards for books that contain more than one bibliography is: Includes bibliographies).

LESSON 5

For the sake of uniformity in author entries, the cataloger must use one form, and only one form, of the author's name for all of his works that appear in the library's card catalog. The cataloger may select the author's complete name and dates, a shortened form of his name, or even a pseudonym--but all entries for the same person should be identical. (In most smaller libraries, the author's name is taken, as is, directly from the title page, as you have been doing in Exercises 1-6).

Once the proper author entry has been established, the cataloger can then type the established entry on a catalog card, along with the authorities used (dictionary, encyclopedia, etc.), and file the card into a "Name Authority File." From then on, the cataloger need only consult his authority file for the correct entry for that particular author. In establishing entries, it is often necessary to use various reference tools such as biographical dictionaries, who's whos, encyclopedias, Cumulative Book Index, the Library of Congress National Union Catalog, and the library's own card catalog.

Using these and/or similar tools at a local library, establish the full entries (sirname first, first and middle name or initials, and birth and death dates--if available) for the following authors. List each name and at least two authorities. If you find conflicting entries, list all versions.

EXAMPLE: Ernest Hemingway

Hemingway, Ernest, 1899- (Who Was Who in America, v. 4)
Hemingway, Ernest, 1898-1961. (Cumulative Book Index, 1974)

1. Peter Tchaikowsky
2. Benjamin Spock
3. Francisco Goya
4. E. L. Doctorow
5. Albert Einstein
6. Philip Roth
7. Marcel Proust
8. Hendrik Van Loon
9. Will Durant
10. Edith Hamilton

LESSON 6

As stated in Lesson 5, one of the chief responsibilities of a cataloger is to establish uniform author entries (as well as uniform added entries, subject headings, etc.). There are times, however, when the proper form of the author entry is not obvious and/or cannot be found in the usual reference tools. In such cases, the cataloger must consult the AACR (Part II) and locate a relevant rule which will help him establish the proper form of the entry.

Using the AACR, see if you can establish correct entries for the following authors. List both the correct author entry and the AACR rule that applies. All the rules are to be found in Chapter 22 of the AACR.

1. Saint Francis of Assisi.
2. Henry I of England.
3. Pope Pius the 11th.
4. The American author: Paul Van Royen.
5. The Dutch author: Paul Van Royen.
6. John Smith, a biologist, wrote a book on biology. You can not find his dates or middle name to distinguish him from the many other John Smiths in your card catalog. How would you enter him?
7. After searching bibliographic tools for the dates of another author named John Smith, you find that he was born in either 1730 or 1731 and that he died some time around 1800. What would the entry (including birth and death dates) look like?
8. A local newspaper column is written under the name "Mr. Fixit." A book has also appeared under this same pseudonym. How would you enter it?

For any name you are unable to find an appropriate AACR rule number, indicate how you think the name should be entered.

LESSON 7

Furnish the descriptive cataloging for the following two titles (Exercises #7 and #8). As in Lessons 1 and 2, type your exercises on 3 x 5 cards.

Exercise #7

title page	verso of title page
Ghost Towns of New Mexico By James E. and Barbara H. Sherman Maps By Don Sherman University of New Mexico Press 1971	Second Edition Albuquerque, New Mexico

The book is 26 centimeters high. It has 102 numbered pages in Arabic numberals. It has both black & white and colored illustrations. It has black & white maps. It has a bibliography on page 100.

LESSON 7 Cont.

Exercise #8

title page	verso of title page
HISTORIA DEL PERU Manuel Sánchez Carlos Chávez Lima, Perú Ariel 1968	Lima Perú

The book is 16 centimeters high. It has xi numbered preliminary pages in Roman numerals, followed by 169 numbered pages in Arabic numerals. It has black & white maps, black & white portraits, and other black & white illustrations. It has a bibliography on page 167.

LESSON 8

(Examine chapter 24 in AACR)

Both persons and "corporate bodies" write books. (Look up the definition of a corporate body in the AACR Glossary). Using the AACR (chapter 24), establish the correct corporate entries for the following corporate authors. Include in your answers the appropriate rule number(s).

1. Museum of Southwestern Indian Art. How would you enter it?

2. How would you enter a publication of the Eisenhower Junior High School of Philadelphia?

3. How would you enter the proceedings of the First Conference on the Cataloging of Audio-Visual Materials, held in Albuquerque, New Mexico, on the 26th of April, 1979?

4. A television station, WXYZ, in Denver, Colorado wrote a book. How would you enter it?

5. The Joint Committee on the Cataloging of Audio-Visual Materials of the American Library Association wrote a pamphlet. How would you enter it?

6. How would you enter a publication of the Arts Council of Great Britain?

7. How would you enter a publication of the New Mexico Department of Water Resources?

For any corporate name that you are unable to find an appropriate AACR rule number, indicate how you think the corporate name might be entered.

LESSON 9

Furnish the descriptive cataloging for the following two titles (Exercises #9 and #10). As in the previous exercises, type your lessons on 3 x 5 cards.

Exercise #9

title page	verso of title page
GEORGE WASHINGTON A Biography Written & Illustrated By Douglas S. Freeman Burt Franklin Reprint Corporation 1971	Reading With A Purpose Series Number Sixteen A Reprint of the 1899 Edition New York, N. Y.

The book is 24 centimeters high. It has x numbered preliminary pages in Roman numerals, followed by 321 numbered pages in Arabic numerals. The book has a colored portrait. It has a bibliography on pages 320 to 321.

NOTE: Include the information that this book is "A Reprint of the 1899 Edition" in a note.

LESSON 9 Cont.

Exercise #10

title page	verso of title page
WOFLD HISTORY OF ART By Hendrik Willem Van Loon Third Edition New York, London Barnes & Noble Publishing Company	Third Edition Copyright, 1956, 1970 Art and Civilization Series, vol. 2 c1970

The book is 36 centimeters high. It has xv numbered preliminary pages in Roman numerals, followed by 509 numbered pages in Arabic numerals. The book has black & white illustrations. It has a bibliography on pages 501 to 509.

LESSON 10

(Read Chapter 1 in the Text, Managing the Catalog Department)

Many school libraries buy most of their catalog cards from the Library of Congress or other outside distributor, and thus do very little, if any, original cataloging themselves. With this in mind, discuss how much involvement you thing a typical school library whould have in each of the following functions: bibliographic searching, LC cataloging, original cataloging, card preparation, card reproduction, filing catalog cards, shifting cards, maintainence of labels on catalog drawers, use of temporary slips, authority files, maintainence of guide cards, replacement of missing cards, withdrawals, added copies and added volumes, and book preparation.

LESSON 11

Certain library materials are traditionally entered under the title rather than under the name of the author, editor, or other person or corporate body responsible for the work. Generally, these materials include anonymous works (works in which the author's name is unknown), serial publications (newspapers, magazines, etc.), works with more than three authors, editors, etc., and certain non-books (slides, filmstrips, etc.) which have no author in the traditional sense.

When a work is entered under its title, the card format used is called a "hanging indention." The title begins, on the catalog card, at the first indention, with the second and subsequent lines of the first paragraph beginning at the second indention. If, for example, the author of a book entitled, "The birds of the United States," was unknown, it would be cataloged under hanging indention in this way:

598.2973 The Birds of the United States. -- New
B5 York : Nature Publishers, 1960.
xii, 297 p. : ill. ; 26 cm. -- (The
Birds of the world series ; v. 2)

Bibliography: p. 289-297.

1. Birds--U. S. 2. Birds--Eggs and
nests. I. Series.

Note that in a hanging indention the first word after the article is capitalized in the title. Remember also that only the first paragraph is changed by the hanging indention. The collation, notes, etc. remain the same as in an author entry.

LESSON 11 Cont.

Furnish the descriptive cataloging for the following two titles (Exercises #11 and #12). Exercise #11 should be entered under the first author listed on the title page; exercise #12 should be entered under the title (hanging indention) since no author is listed on the title page.

Exercise #11

title page	verso of title page
THE FUNDAMENTALS OF PSYCHIATRY By Ian Gregory and James Hale William B. Sanders Co. Philadelphia, 1968	Second Edition 1968

The book is 26 centimeters high. It has xii numbered preliminary pages in Roman numerals, followed by 647 numbered pages in Arabic numerals. The book has black & white illustrations. It has several bibliographies.

LESSON 11 Cont.

Exercise #12

title page	verso of title page
THE FUNDAMENTALS OF PSYCHIATRY	Second Edition
William B. Sanders Co. Philadelphia, 1968	1968

The book is 26 centimeters high. It has xii numbered preliminary pages in Roman numerals, followed by 647 numbered pages in Arabic numerals. The book has black & white illustrations. It has several bibliographies.

LESSON 12

(Examine the Sears List of Subject Headings, 10th ed., 1972. If the 10th ed. is unavailable, you may substitute an earlier edition or the Library of Congress Subject Heading List)

Assign a subject heading to each of the following titles.

NOTE: Only terms in BOLDFACE TYPE in the Sears List of Subject Headings can be used as subject headings.

Subject headings for titles numbered 6 through 8 can be subdivided geographically (i. e. headings in Sears followed by the phrase: "May subdiv. geog.")

Subject headings for titles numbered 9 through 12 are examples of headings with which you can use the standard subdivisions (Sears, page xlii).

1. An introduction to ecology.
2. How to make wine at home.
3. Experimental methods in education.
4. A biography of Abraham Lincoln.
5. Raising rabbits.
6. Birds of the United States.
7. Art in America.
8. Education in Germany.
9. The history of the circus.
10. A practical handbook on fencing.
11. Dictionary of music.
12. Laws on the protection of wildlife.

LESSON 13

(Read pages xxxi-xxxvii in the Sears List of Subject Headings, 10th ed.)

Select five subject headings from those you assigned to the titles in LESSON 12. For each of these five headings make a related "see" or "see also" reference that might be appropriate in a library's card catalog. Type each cross-reference on a 3 x 5 card. (Examples appear on page xxxv of Sears, 10th ed.). Include at least one "see" reference, one "see also" reference, and one "general reference."

LESSON 14

The tracings at the bottom of the catalog card (see: Examples 1-5) consist of one or more (and usually not more than three) subject headings in Arabic numerals and added entries in Roman numerals. The subject headings are taken from the Sears List of Subject Headings and the added entries from the catalog card itself. Added entries consist of 1) any joint authors or other persons or corporate bodies who have contributed to the work, 2) the title, and 3) the series. If the series is considered to be unimportant by the cataloger (or if the work is not part of a series) it is not traced.

Using your Sears, supply the tracings (subject headings, joint authors if necessary, title, and the series if you consider it important) to the cards you have already typed for Exercises 1-6. Type these tracings on the bottom of your cards in the format of Examples 1-5 (i. e. in paragraph form starting at the second indention) and send them in to be checked by the instructor.

LESSON 15

Using your Sears supply the tracings (i. e. subject headings, joint authors if necessary, title, and series if important) to the cards you have typed for Exercises 7-12. Type these tracings on the bottom of your cards in the format of Examples 1-5 and send them in to be checked by the instructor.

LESSON 16

(Review the previous 15 lessons)

In place of a mid-term examination, LESSON 16 will be a practice quiz for your information. This practice quiz, like the final exam, consists of two parts: 1) the descriptive cataloging of two exercises, and 2) essay questions based on readings in the text. Although you may, if you wish, use any aids (AACR, the syllabus, etc.) you need to complete this lesson, the final exam will be "closed book."

Instead of typing your cataloging on a 3 x 5 card, please write (either pen or pencil) your cataloging on a sheet of paper in the appropriate format, as will be the case in the final exam. Include both the descriptive cataloging and the tracings. The subject heading is furnished for you.

Quiz Exercise #1

title page	verso of title page
THE WORLD OF ARCHITECTURE By Lionel Brett Wendy McGinnis Douglas W. Freeman Thomas Nelson London New York Paris 1963	Second Edition Copyright 1960

The book is 26 centimeters high. It has 129 numbered pages. It has black & white illustrations. It has several bibliographies. The subject heading is: Architecture--History. (Also include any added entries you consider appropriate).

LESSON 16 Cont.

title page

World History of Art
A Brief Introduction

By
Horace B. English

New York, N. Y.
Barnes & Noble Publishing Company

verso of title page

Art and Civilization Series
Number Four

Third Edition

New York, N. Y.
c1970

The book is 28 centimeters high. It has xv numbered preliminary pages in Roman numerals, followed by 509 numbered pages in Arabic numerals. It has several black & white illustrations and several maps. It has a bibliography on pages 501 to 509. The subject heading is: Art--History. (Also include any added entries you consider appropriate).

Quiz question #3: Discuss briefly the main cataloging functions of a typical school library.

LESSON 17

(Examine a copy of the Dewey Decimal Classffication. If possible, use the 18th edition (3 volumes). If the latest edition is unavailable, you may substitute either an earlier edition of Dewey, the abridged Dewey Classification, or the Library of Congress Classification System).

Using the Dewey classification schedules, assign classification numbers to the following titles. Since you will have only the titles to work with, and are unable to examine the books themselves, you may not be sure of the exact classification numbers. Often, too, more than one number will apply, depending upon the emphasis of the book. When in doubt, therefore, indicate alternative numbers.

Usually the best approach is either to consult the Relative Index of the Dewey classification (Vol. 3 of the 18 edition) or to scan the Summary Tables that appear at the end of Vol. 1.

1. Dictionary of scientific terms.
2. History of Zen.
3. The Milky Way.
4. The magic mountain.
   (a novel by a German author)
5. The pleasures of eating.
6. Educational psychology.
7. Primer of sports injuries.
8. History of Renaissance music.

The cataloger not only has the option of using the numbers from the general tables, but he can use the standard subdivisions (Dewey, v. 1, p. 115-122) and the area notations (Dewey, v. 1, p. 123-419), as required, with any number from the general tables.

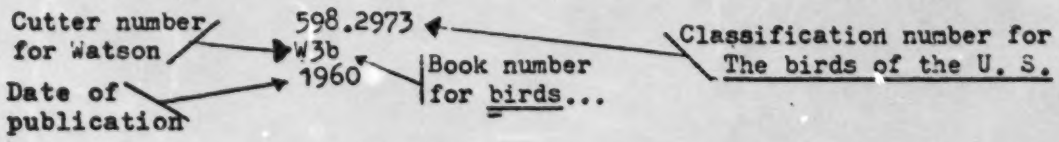
Using the numbers from the general tables with either the standard subdivisions or the area notations, supply the proper classification numbers for the following titles:

1. Dictionary of the theatre.
   (Example: The teaching of the theatre would be: 792.07)
2. How to teach physics.
   (Example: A dictionary of modern physics would be: 530.03
3. Research in flood control technology.
   (Example: The teaching of flood control technology would be 627.407)
4. Birds of the Chicago area.
   (Example: Birds of Long Island would be: 598.2974721)

LESSON 18

In lesson 17 you supplied classification numbers for hypothetical book titles. The classification number represents, however, only a portion of the call number. The complete call number consists of a Dewey Classification number, an author number (usually called a Cutter number) and a book number. The purpose of the Cutter number is to arrange all books bearing the same classification number alphabetically by the author's surname. Most libraries use a list of abbreviated surnames devised by Charles Cutter (and called a Cutter Table) for these author numbers.

Below is a simplified Cutter Table for your use in assigning author numbers. One table is for surnames beginning with consonants; the other is for surnames beginning with vowels. For example, to assign a Cutter number to an author who's surname is Watson (a name beginning with a consonant) you simply write down the first letter of his name ("w"), look up the second letter in the consonant table ("a"), and find the number "3." The Cutter number for Watson is, therefore: W3. The book number is the first letter of the title, after the article. Many libraries also add the date of publication on the 3d line.



Simplified Cutter Table

Initial consonants followed by the second letter:

A	3	N	59
B	33	O	6
C	35	P	65
D	37	Q	67
E	4	R	7
F	43	S	73
G	45	T	75
H	47	U	8
I	5	V	83
J	52	W	85
K	53	X	87
L	55	Y	9
M	57	Z	95

examples: Peterson is P4
Smith is S57

Initial vowels followed by the second letter:

A	1	N	55
B	2	O	57
C	25	P	6
D	3	Q	65
E	31	R	7
F	32	S	8
G	33	T	83
H	34	U	85
I	35	V	86
J	36	W	87
K	37	X	88
L	4	Y	89
M	5	Z	9

examples: Adams is A3
Ewing is E87

LESSON 18 Cont.

Using the Dewey Decimal Classification and the simplified Cutter Tables provided in the syllabus (page 31), assign complete call numbers to Exercises 1-6. Type the call numbers on the catalog cards for which you have already provided the descriptive cataloging and subject headings, and send them in to be checked by the instructor. Remember: a complete call number consists of 1) a classification number, 2) a Cutter number based on the author's sirname, 3) a book number.

LESSON 19

Using the Dewey Decimal Classification and the simplified Cutter Tables provided for you in the syllabus (page 31), assign complete call numbers to Exercises 7-12. Type the call numbers on the catalog cards for which you have already provided the descriptive cataloging and subject headings, and send them in to be checked by the instructor.

LESSON 20

Select two books from your personal collection. Do the descriptive cataloging, assign subject headings and added entries, and assign call numbers to both books. At least one of the titles should be non-fiction. As you did with the Exercises 1-12, type your lessons on 3 x 5 cards and send them in to be checked by the instructor.

LESSON 21

(Read Chapter 2 in Managing the Catalog Department)

In 600 to 850 words, contrast some of the management problems you think a librarian might have who is the head of a small junior high or high school library in a large metropolitan school system (or the head of a small branch library in a large public library system) with the management problems of a librarian who heads a catalog department in a large public or academic library. Concentrate on the problems related to the cataloging and classifying of library materials.

LESSON 22

(Read Chapter 3 in the Text, Managing the Catalog Department)

1. Briefly contrast the importance of centralized processing in a small public library, in a high school library, and in a large academic library.
2. Briefly contrast the need for brief cataloging in a small public library, in a high school library, and in a large academic library.
3. Which catalog card reproduction methods do you think are best suited to the needs of a small public library?
4. Which card catalog would you, as a library patron, prefer to use--a dictionary catalog or a divided catalog? Why?

LESSON 23

(Read Chapter 4 in the Text, Managing the Catalog Department)

1. Briefly outline the recruiting steps you would take to hire a typist to type catalog cards in either a school library or a medium-size public library. Include the general qualifications you would expect in an applicant, your recruiting method, and your selection process.
2. Which of the eleven functions listed on pages 85-87 do you think might be considered nonprofessional in a high school library that relies exclusively on a central processing center for its cataloging? (The center could be either a commercial company or a central processing center in the school system). Which of these functions do you think would not be performed in the high school library, but only at the center?

LESSON 24

(Read Chapter 5 in the Text)

1. Why is an orientation program important in introducing a new staff member to the catalog department?
2. Do you think the library administration should encourage professionals and nonprofessionals in a catalog department to attend professional meetings and to take formal courses? Why?
3. Which of the formal rating systems mentioned in Chapter 5 do you consider to be the most effective? Why?
4. Do you believe in supervisor and/or peer evaluations? Why?
5. How often, and for what purposes, should formal staff evaluations be made in a catalog department?

LESSON 25

(Read Chapter 6 in the Text, Managing the Catalog Department)

Clerical routines such as typing and filing catalog cards can be boring to many people. Briefly discuss ways in which you, as the head of a catalog department, might motivate and challenge the clerical staff you are supervising.

LESSON 26

(Read Chapter 7 in the Text, Managing the Catalog Department)

Briefly outline a research project you might want to undertake if you were working in a library. The project should relate to some aspect of the organization of library materials. Include in your outline how the project fulfills the five basic criteria found on pages 141-142 of the text.

LESSON 27

(Read Chapter 8 in the Text, Managing the Catalog Department)

Select a cataloging operation or group of operations (for example: filing catalog cards, marking and labeling books, typing catalog cards, descriptive cataloging of books, assigning subject headings, etc.) and briefly discuss five different ways you might organize it by using any five of the ten organizational groupings listed on pages 148-154 of the text.

LESSON 28

(Read Chapter 9 in the Text, Managing the Catalog Department)

1. Why do you think good communications are important within a catalog department?

2. Why do you think communications are important between a catalog department and other units within a library?

3. Do you think there is any need for direct communications between a catalog department and the patrons of a library? Why?

4. If you had to choose one communication medium that you consider particularly essential for the successful operation of a catalog department, which would you choose? Why do you consider it essential?

LESSON 29

(Read Chapter 10 in the Text, Managing the Catalog Department)

1. The number of reference books a library can afford to purchase to support its cataloging operations will depend on the size, type, and funding of the library. With this in mind, what cataloging reference tools do you think a high school library should have that buys the majority (but not all) of its books pre-processed, including catalog cards with headings and call numbers printed on them?

2. Do you think it is necessary for a high school librarian to develop a job description for the students who do a variety of different tasks such as filing catalog cards, shelving books, typing catalog cards? Why?

3. Do you think a procedure manual containing information on cataloging procedures is important for the high school library that has only one professional librarian, plus student assistants? If so, what sort of information should it contain on the subject of cataloging and classifying library materials?

4. Suggest a cataloging problem pertaining to a high school library that might be solved by a Delphi study.

5. How might the concept of accountability relate to the typical high school library cataloging situation?

LESSON 30

Select a specific nonbook collection (phonograph recordings, vertical file materials, microfilms, map collection, etc.) and discuss (600-850 words) how you would organize it (classify, catalog, and/or arrange) in either a school, public, or academic library. You may base your paper on an existing collection with which you are already familiar or on readings in the literature. If you are basing your paper on outside readings, include a bibliography.

THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO

Division of Continuing Education and Community Services

Dear Student:

WELCOME TO THE FIELD OF INDEPENDENT STUDY THROUGH CORRESPONDENCE AT THE UNIVERSITY OF NEW MEXICO--

Enclosed is the syllabus for the course which you have selected. It contains all the lessons to be submitted according to the regulations in our current bulletin. We hope that you have already ordered your text-book(s) and supplies and are ready to begin work.

Independent Study courses differ from residence courses, so we would like to make a few suggestions to help you with them. Procrastination seems to be a problem, so plan to start at once and work on a sechedule. Sometimes the instructors, too, become unusually busy or must be out of town for a short time; in these cases your lessons will be delayed. We always try to keep delays to a minumum. Please remember that you may have up to six lessons out at one time and that two weeks is a reasonable length of time to expect to wait for your papers to be returned. Some professors are prompt, some are not so prompt, but if more than two weeks has elapsed since you have submitted lessons we will accept another group to help adhere to a time schedule.

Be sure that you enclose sufficient postage for the return of your lessons. Check your papers to be sure that you have included your name, address, course and assignment number. These details make it easier for this office to process your lessons promptly. Please do not ask for special favors such as trying to complete a course in less than two months or sending in more than six lessons at one time! We know that some of you have deadlines to meet, but if we break the rules for one person, it isn't fair to the others. Try to plan in advance and we will help you in every way that we can.

If you have questions concerning the lesson service or the examinations, please contact us. If you need assistance with the course material, the professors will be glad to advise you. We hope you will find this course very rewarding.

Sincerely,

Mary W. Bullock

Mary W. Bullock
Division Registrar

THE UNIVERSITY OF NEW MEXICO
Division of Continuing Education & Community Services
Independent Study Department
805 Yale, NE
Albuquerque, New Mexico 87131
Telephone: 277-2105

TO: OUR NEWLY ENROLLED STUDENT

FROM: INDEPENDENT STUDY DEPARTMENT

SUBJECT: GENERAL INSTRUCTIONS ON HOW TO PROCEED WITH A CORRESPONDENCE COURSE

WELCOME to the group of millions of persons who are annually continuing their education through correspondence study. We hope you will find this course stimulating and rewarding.

In order that we may help you get the most from your investment, not only in money, but in time and energy, we wish to offer some suggestions and explain our procedures. If you will pay close attention to this information, we are sure you will receive increased satisfaction from your studies as well as greater achievement. We can also provide you with better service.

TEXT AND MATERIALS

In the introduction for this particular course and in the Independent Study Bulletin, you will find the text(s) and materials listed. These are available at:

UNM Bookstore
University of New Mexico
Albuquerque, New Mexico 87131

The prices quoted are subject to change without notice, but are for the most part accurate. The price does not include postage which will be 50 cents per book. Please do not include money for texts in your enrollment fee. Fees for text(s) should be sent directly to the UNM Bookstore. Fees for enrollment should be sent to the Division of Continuing Education and Community Services.

Be sure to check carefully that you have the proper edition for the text. Have everything handy so you need not interrupt your preparation once you have started studying.

EXAMINATIONS

Your grade for this course will be influenced greatly by the grade you receive on the supervised examinations. Further explanation regarding the final grade and examinations is given in the specific introduction to this course. Be sure to review carefully the lessons and the comments made by your instructor as well as the reading assignments. Follow carefully the instructions given on the insert sheets regarding procedures for examinations. Students not in Albuquerque area should give special notice to those instructions regarding approval of the proctor whom you select to supervise the examinations. In this way you will avoid unnecessary delays. Students living in or near Albuquerque will take their examinations at the Division of Continuing Education, 805 Yale, NE. Students will be notified of the grade they have earned on each examination. The examination itself will not be returned to the student.

PROCEDURES

In order that you may receive the best service possible and that we may maintain the high standards necessary to continue to have the credits earned in correspondence study recognized as academic credit, the following procedures must be followed:

1. If you have an inquiry concerning any procedures, policies, or general information, please direct your questions to the Independent Study Department, Division of Continuing Education. This should be on a separate sheet of paper and separated from your assignment. Even better, send your inquiry in a separate envelope to avoid confusion.

2. You may have questions regarding the content covered in a lesson, an exercise, or an instructor's comment. Do the best you can to answer the question or problem. Attach your comments and/or questions to the lesson so the instructor may help you.

3. Make sure that you use sufficient postage to cover the cost of mailing the assignments. You will be billed for "postage due" mail, or you may send the necessary return amount with each mailing. No refunds will be made on postage deposits.

4. If you wish to have your lessons returned via air mail, please send sufficient air mail postage.

5. Please do not submit more than six lessons at one time. Instructors for the most part will evaluate and return lessons promptly. However, during holiday periods, final exam week, and during the summer months, students should expect some delay. If, for any reason, evaluated lessons are not returned to the student within two weeks, an additional six lessons may be submitted.

6. Do not send lessons following mid-course examination until after the examination has been taken.

7. Please allow sufficient time for processing and grading your lessons and examination. Examinations will not be sent until the final lessons have been submitted.

8. Final examinations must be taken within thirty days after the last lesson has been returned to you. The final examination should be taken <u>at least two weeks</u> prior to the date that credit is needed or the expiration date or your enrollment.

9. Be sure to notify the Independent Study Department of any change in your mailing address, or name, on a separate sheet.

SCHEDULE YOUR TIME

1. BEGIN AT ONCE! Give a little time daily to the preparation of your lessons; if possible, study at the same time each day. While waiting for your first lessons to be examined and returned, do your reading and prepare for your next lessons. If you are unable to understand instructions or questions, please write specific questions to your instructor at this address.

2. Avoid cramming toward a deadline. Be sure to take into consideration vacations, holidays, other commitments, work schedules, etc., which may interfere with your completing the lessons and/or the <u>instructor's</u> correcting them promptly.

- It is the responsibility of the student to enroll and submit his lessons in plenty of time to meet deadlines. See the current Independent Study Bulletin for further information.

- Although students enrolled in the same course may find it interesting and profitable to study together, lessons must be prepared and submitted entirely independently. You should answer the question in your own words. When quoting the author of your text or supplementary texts, you must so indicate by quotation marks, but such references should be kept to the very minimum. The instructor measures your understanding of the subject matter by your originality and ability to express your ideas in your own way.

POLICIES

The policies under which the Independent Study Department operates are stated in the Independent Study Bulletin of this Division. Several are repeated here to make them available for ready reference.

1. Refunds and Transfers

No refund of fees will be made after:
A lesson has been turned into the Independent Study Department OR
Two months have elapsed since the date of enrollment.

Before a refund will be issued, the syllabus and other course materials must be returned to the Independent Study Department in good condition.

A fee of $5 per course will be retained by the Independent Study Department to cover the cost of handling the registration.

No transfer (changing from one course to another correspondence course) will be made after:

1. A lesson has been sent into the Independent Study Department OR
2. One month has elapsed since the date of enrollment.

Course materials for the original course must be returned in good condition to the Independent Study Department before a transfer may be made.

A fee of $5 is charged to transfer an enrollment from one course to another.

STUDY HELPS

All the principles of learning and good study habits used in regular classes apply to correspondence study. Since you must rely on yourself to an even greater degree to get the work done in a systematic manner, the following suggestions may be found helpful.

1. Read the Special Instructions to this Course

Most courses will have an introductory page. Consider this your first meeting with the instructor. The objectives of the course and the plan to reach these objectives is explained. Be sure to note any special procedures or requests. This will save you much time and avoid discouragement.

2. Prepare your Assignment

a. Read the text or reference(s) assignment(s) first for a quick overview.

b. Study the questions or problems to be submitted very carefully.

c. Reread the reading assignment with these questions or problems in mind.

d. Start writing your responses. If an essay type answer is requested, be sure to organize your material carefully. Write in a clear, concise, logical manner. Revise your statements until you feel you have the best answer or solution possible. Do NOT copy verbatim from the text or reference. Be sure to check that you have answered the question or problem completely.

e. Your answer should be numbered to correspond with the number of the question or problem given in the lesson. Make your answers self-explanatory and complete so that it will not be necessary for your papers unless answer sheets are used for this particular course.

HOW TO SEND IN YOUR CORRESPONDENCE STUDY LESSONS

Typewritten work is desirable, but legible handwriting in ink is acceptable. Neatness is required. You should write only on one side of the paper, $8\frac{1}{2}$" X 11" in size and of good quality. Use of onionskin paper is reserved for overseas students submitting lessons by air mail. Because of the possibility of loss in the mail, you should keep a carbon copy of all lessons.

On the first page of each manuscript, write the Title of the Course, Assignment Number (or lesson number), and your Name and Address.

Self-addressed envelopes (approximately $4\frac{1}{2}$" X $9\frac{1}{2}$") are provided for your convenience. Please notify this office if more are desired.

If unusual problems arise, please feel free to contact the Independent Study Department. We are anxious to see you do well in this course. We hope the above information is helpful. You should refer to it often.

GOOD LUCK!

EXAMINATION REQUEST FORM

The University of New Mexico
Division of Continuing Education
and Community Services
Independent Study
805 Yale, NE
Albuquerque, New Mexico 87131

Complete the following and mail to the above address:

Please send my _____ examination in
(final, mid-term, etc.)

_____ to:

Name _____

Title _____

Office Address _____

_____

_____

Date examination scheduled _____

Signed _____

Name _____

Address _____

(Students who live Albuquerque, please telephone 277-3751 for an appointment to take the examination in the office of the Division of Continuing Education.)